Student Services Coordinator

Purpose Statement

The job of the Student Services Coordinator was established for the purpose of providing leadership in the development and support of curriculum, instruction, assessment and professional learning to ensure the IEP/504 plan is the framework for providing high quality instruction to close the achievement gap.

This job reports to Director of Student Services.

Essential Functions

- Align special education services, interventions, and strategies for the purpose of implementing the District’s vision and goals for student learning.

- Identify program needs for the purpose of providing recommendations to the Assistant Superintendent of Student Services of expenditures for activities, personnel, equipment, supplies, etc. that will enhance the assigned program.

- Ensures the alignment of rigorous curricula, research-based practices in instruction, and comprehensive formative and summative assessment for the purpose of providing FAPE to students.

- Serve as a resource to LBS staff (e.g. new teacher and substitute orientation, instructional process, classroom management, curriculum, etc.) for the purpose of providing support, guidance and mentoring based on knowledge and experience to maintain a high level of competencies within student services.

- Observe classroom instruction for the purpose of evaluating the implementation of established curriculum, instructional techniques and classroom management.

- Provide professional learning for the purpose of increasing teacher capacity in planning and implementing specially designed curriculum, instruction, and assessment that aligns with individual needs of students and integrates into the core curriculum.

- Conducts LBS staff meetings (e.g. interpreting regulatory policies; planning and implementing curriculum; addressing textbook evaluations, operational issues, etc.) for the purpose of disseminating and receiving information and ensuring service delivery in compliance with established guidelines.

- Confer with LBS staff as appropriate regarding instructional techniques, understanding evidence-based practices, development of curriculum, supervision guidelines and responsibilities, students’ needs, etc. for the purpose of providing guidance and mentoring.

- Coordinate the development and implementation of professional learning for LBS staff and special education assistants in assigned buildings.

- Utilize data for evaluation and design of service delivery for students with disabilities to facilitate curriculum development, assessment development, and professional learning for the purpose of enhanced instructional practices and outcomes.

- Participate in a variety of meetings (e.g. department, IEP, district curriculum, parent groups and conferences, site council, district preparations, in-service, etc.) for the purpose of representing both their department/school and ensuring the development of an articulated program within their subject area.

- Respond to parents, school board members, District administration, etc. for the purpose of providing information, assistance and/or direction.

- Serve as a liaison between site administration, LBS teachers and support staff, and Student Services leadership team for the purpose of enhancing communications between all parties.

- Serve as a planning, facilitating and problem solving resource to buildings and district administration.

- Serve as a communication link to a variety of groups within and outside of the organization.

- Inform student services leadership on trends in parent education needs and collaborate to provide such education.

- May coordinate the day-to-day services at assigned schools for the purpose of ensuring students with disabilities receive a high quality educational experience.
Perform duties as described in the Teacher – Learning Behavior Specialist job description (e.g. instructs, assesses, monitors progress, manages student behavior, etc.) for the purpose of providing a quality education to students.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment and applications; preparing and maintaining accurate records; adapting to changing work priorities; applying pertinent laws codes, policies, and/or regulations; coordinating activities with other schools, districts and/or agencies; facilitating department goals; and organizing and communicating information and concepts.

KNOWLEDGE is required to perform basic math; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: knowledge of best practices in curriculum and instruction and content of teaching assignments; pertinent laws, codes, policies, and/or regulations, public relations protocols; and relevant professional standards and practices; lesson plan requirements, stages of child development, and behavioral management strategies, ISEA rules and regulations, purpose of creation of FBA, BIP, etc.

ABILITY is required to schedule activities, meetings and/or events; often gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operates equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate to significant. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships, communicating with persons of varied educational and cultural backgrounds; meeting deadlines and schedules; providing leadership, direction, and team building; providing opportunities for the exchange of ideas; maintaining confidentiality; exhibiting tact and patience; and setting priorities and working flexible hours.

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; directing other persons within a small work unit; and monitoring budget expenditures. Utilization of resources from other work units is often required to perform the job’s functions. There is some opportunity to significantly impact the organization’s service.

Working Environment

The usual and customary methods of performing the job’s functions required the following physical demands; significant lifting, carrying, pushing, and/or pulling; some climbing and balancing; some running, stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity Generally the job requires 30% sitting, 30% walking, and 40% standing. This job is performed in a generally clean and healthy environment. Some assignments may require exposure to chemicals, specific materials, foods, etc. The job is performed under minor temperature variations. Assignments with some students may require ability to sit on the floor, bend more frequently, and assist students with basic functions such as tying of shoes, zipping/buttoning coats, etc. Physical ability to work with students who may run or display aggressive behaviors required.

Ability to lift up to 50 pounds on occasion required.

Traveling teachers are required to provide their own transportation between locations.

Experience

Job related experience with increasing levels of responsibility is required.

Education

Master’s degree in job related area preferred.

Equivalency

Non Specified
Required Testing
Pre-employment Statement of Good Health as required by Illinois School Code

Certificates & Licenses
Valid Illinois Professional Educator License with LBS Endorsement
Minimum 3 years successful teaching experience required.

Continuing Education/Training
Non Specified

Clearances
Criminal Justice Fingerprint/Background Clearance

FLSA Status
Exempt

Salary Grade
NUEA Salary Schedule

Approval Date